DOCUMENT RESUME

ED 477 889 SO 032 546

TITLE	Proposed Pilot Program for P.R.O.W.L.--Providing Resource Opportunities with Learning.
PUB DATE	2000-11-00
NOTE	34p.; Prepared by Sarasota Middle School, Sarasota, FL. Paper presented at the Annual Meeting of the Middle School Association (27th, St. Louis, MO, November 2-4, 2000).
AVAILABLE FROM	Sarasota Middle School, 4826 Ashton Road, Sarasota, FL 34233. Tel: 941-361-6464; Web site: http://sarasotamiddleschool.com/.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Citizenship Education; Educational Environment; Middle Schools; *Partnerships in Education; Pilot Projects; *School Community Programs; *School Community Relationship; *Service Learning; Student Educational Objectives; *Student Participation

ABSTRACT

As schools guide students in acquiring the skills and knowledge necessary to become responsible citizens, the question arises as to how they can better go about providing them with a well-rounded education: academically, socially, and emotionally. Providing Resource Opportunities with Learning (P.R.O.W.L.) suggests the following solutions: (1) create a partnership within the middle school community that accomplishes three goals: (fosters a relationship among local business firms, community service organizations, and adolescent students); (2) integrates public school curriculum with the business world; and (3) provides relevancy for students' lives. At Sarasota Middle School (Florida), P.R.O.W.L. provides an environment for relevant thinking, problem solving, and an awareness of the knowledge and skills leading to quality employment and post-secondary education. This booklet outlines the P.R.O.W.L. program in five sections: (1) "Proposed Pilot Program"; (2) "PROWL Team Responsibilities"; (3) "Forms"; (4) "Explorer Team PROWL Project 'So You Wanna Build Something'"; and (5) "PowerPoint Notes." A brochure explains the school perspective, the business perspective, and the community perspective of P.R.O.W.L.; and suggests desired outcomes for students, businesses, and schools. (BT)

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ED 477 889

Sarasota Middle School

P.R.O.W.L.

Providing
Resource
Opportunities
With Learning

"We Can't Do It Without You"

SO 032 546

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Proposed Pilot Program

PROPOSED PILOT PROGRAM FOR

P.R.O.W.L. - PROVIDING RESOURCE OPPORTUNITIES WITH LEARNING

The productivity and growth of the economy depend not only on the educational quality of our work force, but also on the character of business and political leaders. As schools guides students in acquiring the skills and knowledge : ecessary to become responsible citizens, the question arises as to how they can better go about providing them with a well-rounded education, not only academically but socially and emotionally as well. This proposal suggests the following solution: create a partnership within the middle school community that accomplishes three goals: 1) foster a relationship between local business firms, community service organizations, and adolescent students, 2) is integrated with the public school curriculum, and 3) is relevant to students' lives. At Sarasota Middle School, P.R.O.W.L. - Providing Resource Opportunities with Learning - will provide a rich environment for relevant thinking and problem solving.

THE BUSINESS PERSPECTIVE:

To compete in the next century, business must depend on schools to provide workers that can adapt to the rapid changes in technology and the work place and exhibit proficiency in problem-solving and interpersonal communications. Unfortunately, there are claims by the media nationwide that schools are failing to provide a ready work force, that today's youth lack problem-solving skills, awareness of the work environment, discipline, and the interpersonal skills necessary to successfully interact with other employees, supervisors, and the public. Businesses know that their workers are usually the products of a public school education and the perception that students enter the work force unprepared for the experience may be the result of the fact that few employers understand the inner-

workings of the public school system. According to The National Center on the Educational Quality of the Workforce, two of three employers do not provide funds, donate equipment, serve on educational councils, or participate in private industry councils.

Partnerships can provide a twofold benefit to schools and business by providing relevance through work-based learning experiences that increase students' confidence level while giving employers first-hand knowledge of the inner-workings of schools increasing their confidence in public education.

THE COMMUNITY SERVICE PERSPECTIVE:

Service learning can also address the concern that students are unable to make the connection between what goes on in the classroom and the world in which they live, a disconnection between what is taught in the classroom and how it affects their future. Adult value patterns are developed during the middle school years making this program an effective means of enriching academic learning while promoting personal growth and assisting in the development of the skills needed for productive citizenship. Studies have shown that students involved in community services and/or service learning, are less likely to become involved in at-risk behaviors. By incorporating community service and service learning into the middle school curriculum, students can capitalize on this important development phase and acquire essential skills using real-life experiences.

THE PILOT PROGRAM:

Each participating team will be matched with a business and an environmental, social, welfare or health-related non-profit United Way agency. Each partnership will be for either the entire school year. Sponsoring business partners will fund the program with contributions of $1,000. A "team parent" will act as field observer, serve as liaison between the school and community, and provide assistance as mutually agreed upon. For students on

participating teams, parents will be notified in writing once their child's specific role and responsibility is identified. Parents will be given the opportunity to exempt their child from participation. Non-school participants having direct contact with students may be required to complete the FDLE background check if required by the School Board.

Once each P.R.O.W.L. partnership has been identified, all members involved will meet to generate ideas, discuss possible problems and barriers, and communicate desired outcomes. Teachers and staff, business and agency representatives, and students will work together to prepare a plan specific to their interests. Teaching teams will be required to submit a budget, a list of roles and responsibilities for all participants, a tentative schedule of activities, and document desired outcomes for each participant – teacher, student, business sponsor, and UW agency.

Sponsoring business firms will be asked to provide funding in the amount of $1,000 to cover program costs and other expenses deemed necessary such as materials and transportation for student field trips. Although additional participation is desirable, it is not required. Some additional suggested activities may include:

- field trip to the sponsoring business location
- lesson or activity on such topics as job and career opportunities, work habits and employability skills, teamwork, problem solving, interviewing skills, etc.
- integration of a business activity with the academic curriculum, i.e. a construction company may work with the science teacher on an engineering project, math teacher in estimating and budgeting job costs, etc.
- mentoring services

- technology oriented businesses may assist in the development of technology plans for using computers and conduct training for students, teachers, and administrators
- financial services firms may organize a stock club or provide personal financial planning education to students, parents, and school staff
- participation in a school-wide career day

Teachers will offer assistance to business volunteers in the development of the lessons and activities facilitate integration into the appropriate subject area.

In the community service component, students may be asked to perform activities related to a variety of skills and behaviors depending on the type of agency. The team will perform a minimum of two projects with their United Way agency during the school year. Examples of direct activities may include regularly visiting with residents of a nursing home, making and serving meals in a homeless shelter, or tutoring of younger children. Indirect service could be assisting with fundraising activities, motivating community awareness of a need through development and implementation of an advertising campaign, organizing a school or community food drive. At the end of the school year, a suitable team project would be to design and execute a fundraising activity for benefit of their United Way agency. All activities must be approved by the teachers and school administration. Services may be performed before, during, or after school hours depending on the nature and scope of the project. Permission must be obtained from parents for students to participate in off-campus activities or those activities conducted outside of school hours. Those students unable to participate will not be penalized.

Staff at the United Way agency may be required to provide supervision and necessary training. Each student will be required to keep track of their time spent in community service endeavors.

Students will be involved in continuous reflection processes during the school year through writing, speaking, and demonstration activities such as keeping reflective journals, participating in discussion sessions, reporting to other students, faculty, and community members, and writing for publications. Team activities will be communicated to the business and non-profit partners and parents in student-written publications at least quarterly.

Desired outcomes for each participant could include:

For Students –

- Increased attachment to and identification with the community
- Development of values for citizenship and social responsibility
- Increased understanding of health and social issues such as homelessness and issues facing the elderly
- Fostering of a sense of caring for others
- Increased emotional and social well-being
- Reduced risky behavior – drinking alcohol, sexual activity, gang membership, drug use
- Improvements in academic performance and increased interest in school
- Increased understanding in the connection between classroom lessons and real-life situations

For Businesses and United Way agencies –

- Earn reputation as community leader
- Restoration of faith in the performance measurements that schools provide
- First-hand knowledge of the workings of public schools

For Schools –

- Increased understanding of needs of the community and incorporation of those needs into classroom instruction
- Improved student-teacher relationships

PROWL TEAM RESPONSIBILITIES

P.R.O.W.L. Team Responsibilities

1) Interested teams should read P.R.O.W.L. responsibilities form and complete the application to turn in to the P.R.O.W.L coordinator.

2) Teams will be contacted by the P.R.O.W.L. coordinator when there is a business partner available. A brief meeting will be set up to review business expectations with team members.

3) Copies of business partner's application, available non-profit agencies, action plan form, and budget proposal form will be provided in a team P.R.O.W.L. folder.

4) Teams will contact P.R.O.W.L. parent volunteers to organize and assist planning and implementation of the project.

5) Together with parents and students, teams will choose a non-profit agency to work with.

6) Team teachers will create an action plan and budget proposal to submit to the P.R.O.W.L. coordinator for approval.

7) Once your proposal is approved, your account will be set up with the bookkeeper to purchase budgeted items. You may begin to implement your action plan, documenting activities to share with your business partner.

8) Submit documentation of all activities to the P.R.O.W.L. coordinator.

PROWL Action Plan

Team Name _____ Team Contact _____

Business Partner Contact _____ Contact Person Phone #_____

Non-Profit Agency Contact _____ Contact Person Phone #_____

Parent Names	Phone Numbers
_____	_____
_____	_____
_____	_____

PROWL Goals

1.

2.

3.

Anticipated Specific Outcomes

Business Partner	Non-Profit Agency
1.	1.
2.	2.
3.	3.

Activities to Achieve Outcomes

Date	Description
1.	1.
2.	2.
3.	3.
4.	4.

Team Correspondence Plan

(Team correspondence may include newsletters, student letters, flyers, thank you notes, etc. Copies of all correspondence should be provided to parents, business partners, non-profit agencies, and PROWL coordinate.)

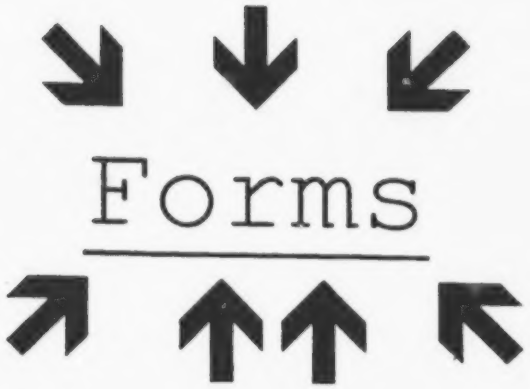
Date	Type
1.	1.
2.	2.
3.	3.
4.	4.

Proposed PROWL Budget

Team Name _____ Business Partner _____

Participants	Date/Time	Activity	Cost

Total _____



Forms

Sarasota Middle School
Business Contact Record

1999-2000

Name of
Business _____ Phone # _____

Shopping Center_____

Address_____

_____

Person contacted_____Date_____

Request_____

_____

Purpose_____

_____

Result_____

_____

Comments_____

_____

Contacted by_____Committee_____

Sent acknowledgement_____

Linda Denham, Business Partnership Coordinator 924-9500

PARTNERS IN EDUCATION

P.A.L.S.
Partnerships
& Alliances
Linking Schools

SCHOOL BOARD OF SARASOTA COUNTY

IMPROVING EDUCATIONAL OUTCOMES FOR STUDENTS.
THANK YOU FOR YOUR SUPPORT.

COMMUNITY PARTNER INFORMATION:
Name of Business/Agency/Organization _____
Address _____
_____ ZIP _____
CEO/President _____
Partner Contact _____
Telephone _____

SCHOOL INFORMATION:
Name of School/Program _____
Address _____
_____ ZIP _____
Principal _____
School Contact _____
Telephone _____

Overview of Partnership: _____

Commitment of Business:	Commitment of School:

_____ _____
Signature of Community Partner Signature of Principal or designee

_____ _____
Title Date Title Date

Do we have your permission to publicize our partnership with your business? Yes___ No___

Distribution: immediately upon completion, copies of this form should be distributed as follows: 1 of ____
White: P.A.L.S. office Yellow: Community Partner Pink: School/Program

PRINT SHOP

P.R.O.W.L Application for Business Partners

Business Name _____

Contact Person _____

Address _____

Business Telephone _____ (Fax)_____

Business Description _____

_____

_____

The aforementioned business is applying for a business partnership with Sarasota Middle School's program, P.R.O.W.L. – Providing Resource Opportunities with Learning.

Our organization will provide funding in the amount of $_____. (Funding goal $1,000.00 or $1,500.00 for six-teacher teams). Funds will be used to underwrite program activities for the 1999-2000 school year.

Our organization is interested in providing the following service(s). I understand that an FDLE background check may be required for volunteers working one-on-one with students. (Please check all that apply):

_____ Assist in the development and coordination of real-life, work-related activities with the academic curriculum

_____ Field trips to our business location

_____ Provide job shadowing opportunities

_____ Serve as classroom guest speaker to discuss topics such as interviewing skills, work habits, career opportunities, etc.

_____ Assist in activities with our team's non-profit organization

_____ Mentoring services

_____ Tutoring

_____ Release time for employees to serve as classroom volunteers

_____ Work-based apprenticeships

_____ Other _____

_____ Other _____

_____ Other _____

For our efforts, I understand that in return we will receive from our SMS team:

- A budget outlining spending plans
- An action plan identifying agreed-upon expectations, roles, and responsibilities of all involved parties
- Regular, periodic student-written communications regarding team activities
- An opportunity to learn first-hand about the inner-workings of our school

Signed _____

Printed Name _____

Date _____

P.R.O.W.L Application for Non-Profit Agencies

Agency Name _____

Contact Person _____

Address _____

Business Telephone _____ (Fax)_____

Description of services provided _____

_____

_____

The aforementioned non-profit agency is applying for a community service partnership with Sarasota Middle School's program, P.R.O.W.L. – Providing Resource Opportunities with Learning. I understand our organization is agreeing to develop and coordinate two community service activities with our team during the 1999-2000 school year and provide any required training and supervision. I understand that an FDLE background check may be required for volunteers working one-on-one with students. Our agency will also provide the following services (Please check all that apply):

_____ Serve as classroom guest speaker to provide awareness our agency's mission

_____ Field trips to our agency location

_____ Provide job shadowing opportunities

_____ Extra-curricular community service opportunities for students

_____ Other _____

_____ Other _____

_____ Other _____

For our efforts, I understand that in return we will receive from our SMS team:

- A business plan identifying agreed-upon expectations, roles, and responsibilities of all involved parties
- Regular, periodic student-written communications regarding team activities
- An opportunity to learn first-hand about the inner-workings of our school

Signed _____

Print Name _____

Date _____

Explorer Team
Prowl Project

"So You Wanna Build Somthing"

We are excited to announce the participation of four teams and three businesses in the P.R.O.W. L. program during the 1999-2000 school year. The "providing resource opportunities with learning" program has given students an improved understanding of the business world, as well as a development of values for citizenship and social responsibility. It has also given teachers opportunities to share with students a connection between classroom lessons and real life situations. At this time we would like to celebrate our P.R.O.W.L. business partners who made this possible:

Legg Mason Wood Walker Inc - Stan Carter

Mr. Carter was the first to invest in the PROWL program by adopting the Tiger Team. The Tigers have focused on learning Team Building first through designing and implementing a gardening project and then developing their theme by planning an instructional unit on working together that including co - teaching with parent volunteers. The Tigers have taken advantage of local business including Legg Mason by arranging field trips to observe team building in the work place. The Tigers are now using their skills to design community service projects for agencies in the Sarasota County Community.

Baron Construction – Phil Ohman

"So You Want to Build Something" –the Explorer team has worked with an architect, soil tester and other school board employees in preparation for their building project. Some of the funds donated have purchased video cameras and tapes, architectural design resource books and a scale drawing unit. An important part of this project is incorporating community service into the curriculum. This team has made a commitment to Twin Lakes Park and Keep Sarasota Beautiful.

"Outdoor Classroom"-- Future plans on the Loggerheads may include building an outdoor classroom.

"Physics in Motion" –the Loggerhead team has used some of their funds to study physics in motion and will build roller coasters in the science classroom! This unit of study will culminate in a trip to Busch Gardens where students will use their newly acquired knowledge of physics and relate it to the many rides at the park. Congratulations to the Loggerheads who have been working on the development of an ongoing relationship with the Juvenile Diabetes Foundation!

Vista Manufacturing – Carmen Singer

"Experiencing Enterprise" – the Iguana team has taken advantage of their funds to provide their students with a first hand experience of enterprise and the world of work by taking their students on a trip to Enterprise Village a specially designed mini mall that allows students to assume many of the roles of adults employed in the real world. The Iguanas taught 30 lessons and arranged for 42 parent volunteers in preparation for their visit. Mrs. Singer is working with the team to explore option of doing a service learning project with Vista manufacturing and their employees.

PROWL WITH EXPLORERS
SO YOU WANNA BUILD SOMETHING

OUR ANTICIPATED GENERAL OUTCOMES:

1. TO RECOGNIZE REAL WORLD APPLICATIONS TO STUDENTS' LEARNING
2. TO BUILD TEAMING
3. TO DEVELOP A SENSE OF COMMUNITY WITH OUR PARENTS, OUR BUSINESS PARTNERS, AND THE SERVICE PROJECT WE CHOOSE
4. TO SHARE IDEAS AND WATCH THEM BECOME REAL
5. BUILD A PROJECT TOGETHER THAT WILL BENEFIT US ALL
6. TO GIVE BACK TO THE COMMUNITY THROUGH OUR SERVICE PROJECT

OUR ANTICIPATED SPECIFIC OUTCOMES:

1. A SCALE DRAWING UNIT
2. AN ARCHITECTURAL UNIT ON FAMOUS ARCHITECTS AND FAMOUS ARCHITECTURE THROUGH THE AGES
3. A BUSINESS LETTER WRITING UNIT
4. A SOIL TESTING UNIT
5. GUEST SPEAKERS:
   ARCHITECTS
   BUILDING INSPECTORS
   SCHOOL BOARD MEMBERS
   COUNTY ASSESSORS-PERMITS
   CARPENTERS
   JOB FOREMEN
   MATERIAL SUPPLIERS- FOR PRICE INDEXES (HOME DEPOT)
6. FIELD TRIP TO YMCA- BUILD TEAM UNITY
7. TOOL USE/SAFETY
8. FINANCES/BUDGETING/COST

EXPLORERS' PROPOSED PROWL BUDGET

VIDEO CAMERA	$600.00
VIDEO TAPES	$ 25.00
STILL CAMERA	$ 50.00
FILM	$ 30.00
DEVELOPING FILM	$ 50.00
MATERIALS FOR NEWSLETTER	$ 20.00
MATERIALS FOR LETTERS AND THANKYOUS	$ 25.00
ARCHITECTURAL DESIGN RESOURCE BOOK	$ 50.00
STAMPS	$ 50.00
REFRESHMENTS FOR KEEP SARASOTA BEAUTIFUL CLEANUP	$ 100.00
TOTAL	$ 885.00

SARASOTA MIDDLE SCHOOL
EXPLORERS TEAM

EXPLORING WITH P.R.O.W.L.

Issue 1
March 1, 2000

WHAT IS P.R.O.W.L.?

The Pilot Program:

P.R.O.W.L. (Providing Resource Opportunities With Learning) was created to assist schools in guiding students to acquire the skills and knowledge necessary to become responsible citizens. Each participating team will be matched with a business and a non-profit agency, and this partnership will be for an entire year. Parents will be notified in writing once their child's specific role and responsibility is identified.

The School Perspective:

P.R.O.W.L. seeks to assist students in receiving a well-rounded education, not only academically, but socially and emotionally. P.R.O.W.L. seeks to achieve this goal by 1) creating a partnership between local business firms, community service organizations, and students, 2) integrating public school curriculum with the business world, and 3) providing relevancy for the student's lives.

At Sarasota Middle School, P.R.O.W.L. will provide a rich environment for relevant thinking, problem solving, and an awareness of the knowledge and skills leading to high-quality employment and post secondary education.

(Continued on page 2)

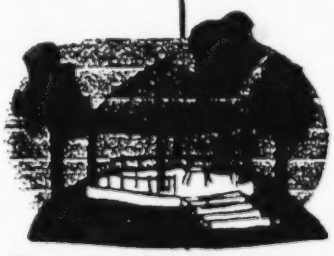
Meet Our Business Partner.....

The Explorers have been matched with Philip Ohman of Barron Construction. Our goal is to design and build a gazebo large enough to hold our entire team. Mr. Ohman has provided us with a $1000 donation to cover the following budgeted items:

- Video camera & tapes
- Still camera & film
- Developing Film
- Materials for newsletter
- Materials for letters and thank you's
- Architectural design resource book
- Stamps
- Refreshments for "Keep Sarasota Beautiful" cleanup.

Welcome

Welcome to the first edition of the Sarasota Middle School EXPLORERS WITH P.R.O.W.L. newsletter. The purpose of this newsletter is to keep you informed about the progress of your child as an EXPLORER with P.R.O.W.L.



Explorer's P.R.O.W.L. Project:
So You Wanna Build Something?

EXPLORERS' P.R.O.W.L. PROJECT: SO YOU WANNA BUILD SOMETHING?

Our Anticipated General Outcomes:

1. To recognize real world applications to students' learning
2. To build teaming
3. To develop a sense of community with our parents, our business partners, and the service project we choose
4. To share ideas and watch them become real
5. To build a project together that will benefit us all
6. To give back to the community through our service project.

Our Anticipated Specific Outcomes:

1. A scale drawing unit
2. An architectural unit on famous architects and famous architecture through the ages.
3. A business letter writing unit
4. A soil testing unit
5. Guest speakers: architects, building inspectors, school board members, county assessors—permits, carpenters, job foremen, material suppliers—for price indexes (Home Depot)
6. Field trip to YMCA to build team unity
7. Tool use / safety
8. Finances / budgeting / cost

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EXPLORERS AND THE COMMUNITY: KEEP SARASOTA BEAUTIFUL

An important part of the P.RO.W.L. project is incorporating community service into the middle school curriculum. Each participating team is matched with a non-profit organization. The Explorers have teamed up with "Keep Sarasota Beautiful" by adopting Twin Lakes Park. The team will participate in four field trips a year to Twin Lakes. A representative of "Keep Sarasota Beautiful" will visit Sarasota Middle School on March 1 to speak to our students about safety issues regarding the clean-up.

TESTING THE SOIL

Scot Perkins, a soil tester, came to speak to the Explorers Team on February 11th. Mr. Perkins had tested the soil at Sarasota Middle School before it was built. He showed us several aerial pictures of our campus which had been taken in 1967 before SMS was built. At that time, our campus consisted only of an orange grove!

WHAT IS PROWL

(Continued from page 1)

The Business Perspective:

To compete in the next century, businesses must depend on schools to provide workers that can adapt to the rapid changes in technology and the work place. By providing a partnership with schools, businesses can provide work-based learning experiences that increase students' confidence level while giving employers first-hand knowledge of the inner-workings of schools, thereby increasing their confidence in public education.

The Community Perspective:

Adult value patterns are developed during the middle school years making this program an effective means of enriching academic learning while promoting personal growth and assisting in the development of the skills needed for productive citizenship. Studies have shown that students involved in community service are less likely to become involved in at-risk behaviors. By incorporating community service into the middle school curriculum, students can acquire essential skills using real-life experiences.

DR. BENNETT VISITS MISS RODI'S CLASS

On February 4th, Dr. Robert Bennett, Superintendent of the Sarasota County School District, visited Miss Rodi's algebra class to talk about the P.R.O.W.L. project. This visit was videotaped for Scene 53.

P.R.O.W.L. DESIRED OUTCOMES

For Students:

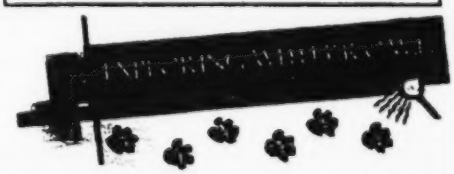
- Increased attachment & identification with the community
- Development of values for citizenship & social responsibility
- Improvement in academic performance & increased interest in school
- Increased understanding between classroom lessons & real-life situations.

For Businesses & Community Service Agency:

- Earn reputation as a community leader.
- Restoration of faith in the performance measurements that schools provide.
- First-hand knowledge of the workings of public schools.

For Schools:

- Increased understanding of needs of the community & incorporation of those needs into classroom instruction.
- Improved student-teacher relationships
- Acquisition of knowledge & skills leading to high quality employment & post secondary education.



ARCHITECT VISITS EXPLORERS TEAM

On February 18th, Cliff Schultz, an architect, visited the Explorers' Team. Mr. Schultz shared with us slides of buildings that his firm has designed. He also explained to us about the use of scales and models, and urged us to be realist in our gazebo design. The Explorers will be participating in a architectural design contest. Mr. Schultz will review these designs and help us determine whose design could actually be built.

SARASOTA MIDDLE SCHOOL EXPLORERS TEAM

4826 Ashton Road
Sarasota, FL 34233

Phone: 941-361-6464
Fax: 941-361-6798
Website: Http://www.sarasotamiddleschool.com

EXPLORING WITH P.R.O.W.L.

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To: Scott

Ardamon and Associates

From: Millie Malone. Sarasota Middle School
Explorer Team
Science Teacher

Friday, January 28, 2000 (We may have a problem with this day, another teacher has a special event planned. After things get straight here I will contact you)

Schedule:	Period 1	9:45 – 10:35
	Period 2	10:34 – 11:28
	Period 3	1:50 – 2:45
	Period 4	2:45 – 3:45

We have been studying the interior of the earth and the crust. Emphasis on changes in the earth's crust over time, along with earthquakes and volcanoes. We will be covering Plate Tectonics next.

With the plans to build an outdoor classroom, I would like students to comprehend the impact of structures on the natural surroundings as well as the land upon which they are built. We will be discussing the difference between the impacts of large and small structures.

Later on this year we will be studying drainage and watersheds, with a special unit on floods.

When I spoke to Mr. Oman we were primarily talking about soil testing. I am covering Earth Science curriculum this year and any connections to the above topics would be an added bonus for the students.

I will be prepping students to focus on:

What has to be done before building any stucture?

How do we find out what impact this structure might have on the natural surroundings and on the land that it is built on?

How can we be sure that the structure will not be damaged by any conditions in the subsoil?

I will call you next week to answer any questions. Hope this helps.

EXPLORERS PROWL FOR CONSTRUCTION
"SO YOU WANNA BUILD SOMETHING"

GOALS FOR 2000-2000

IN THE CLASSROOM

1. SCALE DRAWING UNIT
2. STUDY OF FAMOUS ARCHITECTS
3. STUDY OF FAMOUS ARCHITECTURE
4. BUSINESS LETTER WRITING
   - THANK YOU LETTERS
   - INVITATIONS TO GUEST SPEAKERS
   - REQUESTS FOR DONATIONS
   - REQUESTS FOR SUPPLIES
5. SOIL TESTING UNIT
6. NEWSLETTER WRITING TO KEEP ALL INVOLVED INFORMED OF OUR STATUS ON A MONTHLY BASIS
7. GUEST SPEAKERS:
   - ARCHITECTS
   - SOIL TESTERS
   - BUILDING INSPECTORS
   - SCHOOL BOARD MEMBERS
   - COUNTY ASSESSORS-PERMITS
   - CARPENTERS

JOB FOREMEN AND GENERAL CONTRACTORS
MATERIAL SUPPLIERS FOR PRICE INDEXES

8. OPPORTUNITY TO HAMMER A NAIL
9. PREPARATIONS FOR PRESENTATION OF PROJECT TO THE NATIONAL MIDDLE SCHOOL CONFERENCE

FIELD TRIPS

1. TO YMCA TO BUILD TEAM UNITY
2. 2 TRIPS TO TWIN LAKE PARK FOR CLEANUP FOR COMMUNITY SERVICE
   FIRST CLEANUP IS A BBQ TO GET ACCQUAINTED AND KICK OFF OUR PROJECT
3. TRIP TO HOME DEPOT TO PURCHASE BUILDING SUPPLIES

PROWL BUDGET

1. VIDEO CAMERA
2. TAPES
3. STILL CAMERA
4. FILM
5. DEVELOPING
6. MATERIALS FOR NEWSLETTER
7. MATERIALS FOR LETTER WRITING
8. STAMPS
9. POSTER BOARDS

1.

Power Point Notes

Panthers on the PROWL

How to Construct a Successful School, Community, and Business Partnership

Soliciting Money

- Use parents' resources
- Go to large local businesses
- Show business what school can offer
- You do not need money to start

Coordinator's Responsibilities

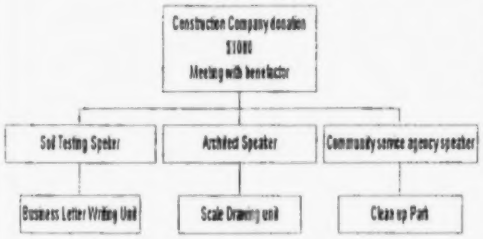
- Soliciting businesses to help
  - Getting parents to help
  - Organizing paperwork
- Pairing interested parties
  - Sharing success
- Maintaining communication

Teacher's Responsibilities

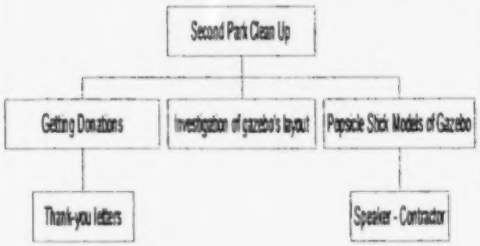
- Paperwork
- Contacting community service agency
- Preparing the budget
- Overseeing team parents for progress
- Developing lessons around existing curriculum

So You Want to Build Something?

January 2000 - June 2001



2000 - 2001 School Year



Park Clean Up

- Community service brings team together
- Helps to recruit volunteers for new school year
- Fosters relationships
- Fun for all involved!

Gazebo Models

- Taught ratios and proportions
- Hands on
- Cooperative Groups
- Concepts taught were already in the existing curriculum
- Real-World application of math

The Benefits of Speakers

- Career awareness
- Real-life application
- Fosters relationships with the business community
- Generates classroom discussion
- Stimulates and motivates students
- Creates problem-solving strategies

Events To Be Completed

- Price index comparison
- Letters from students soliciting time and supplies for the construction of the gazebo
- Beginning construction
- Building inspector speakers
- Two more clean-ups
- Architectural unit through Social Studies
- Simple machine unit through Science

Other PROWL Projects

Its all about partnerships!

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